R E P O R T R E S U M E S

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A SURVEY OF THE SUPPLEMENTAL EXPLORATORY LEARNING OPPORTUNITIES PROVIDED IN OREGON JUNIOR HIGH SCHOOLS.

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OREGON HAS EXPERIENCED RAPID GROWTH OF JUNIOR HIGH SCHOOLS IN THE PAST TEN YEARS. A SURVEY WAS CONDUCTED TO DETERMINE THE LEARNING OPPORTUNITIES SUPPLEMENTAL TO THE MINIMAL PROGRAM OFFERINGS. THE RESULTS INDICATED (1) THE EMPHASIS WAS ON TWO AREAS--THE CREATIVE AREAS AND THE BASIC COURSES SUBJECT TO SPUTNICK-PRECIPITATED PRESSURE, (2) THE MOST POPULAR ELECTIVE LEARNING AREAS ARE THOSE OFFERING OPPORTUNITIES FOR CREATIVITY, AND (3) THERE WAS A LACK OF ANY EMPHASIS ON STRICTLY VOCATIONAL INSTRUCTION. THE AUTHORS INDICATED AN AWARENESS OF PRESSURE FROM ADULTS AND STUDENTS IN THE SELECTION OF COURSE OFFERINGS. TABLES PRESENT SURVEY FINDINGS BY SUBJECT AREAS AND OTHER DATA. (SF)

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A SURVEY OF THE SUPPLEMENTAL EXPLORATORY LEARNING OPPORTUNITIES PROVIDED IN OREGON JUNIOR HIGH SCHOOLS

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An exploratory investigation encouraged by:

The Oregon State Department of Education

The Junior High School Principals of Oregon

Portland State College

RC 000 758

SECTION ONE

INTRODUCTION

During the past decade, under the duress of increasing numbers of youth, with the encouragement of the State Department of Education, and with the dedicated guidance of superintendents and principals, Oregon has emerged from a period of secondary doldrums and has moved actively into a myriad of advanced and advancing secondary education programs. One of these has been the acceptance of junior high schools.

True, some Oregon junior high schools have lengthy and distinguished records; but these have been few. In recent years with the State encouraged movement towards re-districting and consolidation,[1] the pressure of numbers of students,[2] plus the growing interest and awareness of citizens in educational problems, there has been an awakening interest in the educational opportunities provided for young adolescents, and a growing number of schools planned and constructed for their education.

Oregon is a state of contrasts, in geography, in industries, in resources; and because of these, in population. Oregon's population, nearing the two million mark,[3] is divided sharply into three groupings: approximately half of the almost two million citizens dwell in or as a part of the complex urban sprawl that is greater Portland, and a half million dwell in the Willamette Valley or in the fifteen to twenty sizeable cities that are the manufacturing and shipping centers in the "upstate" areas, and the remainder dwell in the small cities, villages, and on the farms that reach several hundred miles east and south of Portland.

In this setting the growth of junior high schools, during the past decade in numbers and in enrollments, has been interesting and has brought intriguing questions and problems. Table I illustrates the increasing importance of these "middle schools" in Oregon's educational picture, and this importance is even more apparent when it is noted that this growth has taken place outside of the Portland school district. School District Number 1 (Portland) educates more than one quarter of Oregon's boys and girls,[4] and is committed to an eight-four organizational pattern. This means that the growth of junior high schools pictured in Table I has occurred in the districts outside of Portland that represent three fourths of the boys and girls of the state.

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[1] The number of independently operating school districts in Oregon has been reduced from 709 to 424 since August 1957.

[2] From 1958-59 to 1962-63 enrollment in public high schools in Oregon increased from 100,084 to 126, 940.

[3] Estimate of State Bureau of Census, July 1, 1964 was 1,906,000

[4] Enrollment for 1962-63 in Oregon public schools was 325,907, and of these 82,423 were enrolled in School District No. 1, Multnomah County, Portland.

TABLE I[5]

GROWTH OF JUNIOR HIGH SCHOOLS IN OREGON
DURING DECADE 1953-1963

Districts with junior high schools	1953-54	1963-64
3 year junior high schools	10	34
2 year junior high schools	11	17
1 year junior high schools	1	0
	22	51
Number of junior high schools		
3 year junior high schools	15	57
2 year junior high schools	12	18
1 year junior high schools	1	0
	28	75
Average Daily Membership		
3 year junior high schools	9,331	37,026
2 year junior high schools	4,580	7,582
1 year junior high schools	486	0
	14,397	44,608
Percentage of total State Grades 7-8-9 Membership in Junior High Schools		
3 year junior high schools	12.6%	36.4%
2 year junior high schools	6.2	7.5
1 year junior high schools	.6	
	19.4%	43.9%

With the numbers of and enrollments in junior high schools increasing and with school laws and regulations that actually "ignored" this segment of American education, the Oregon State Department of Education has been handicapped both in staff and in authority to assist these schools. Recently, however, there have been liberalizing actions that have paved the way for more recognition of junior high schools as an integral part of the secondary schools of the state that have led to provision for special certification for teachers for these schools, and for more direct help and guidance from the State Department.

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5 Data from Biennial Report of Oregon Education, 1965, page 23. be noted that during the 1964-65 academic year there are eighty junior high schools, an increase of five since the time of the tabulation of the State Department of Education.

One of the outstanding steps taken to assist school districts operating or planning to operate junior high schools was the publication by the State Department of Education, in 1962, of The Guide to Junior High School Education in Oregon. This excellent guide outlines expected goals, functions, and programs; and establishes guidelines for administration, faculty, plant, equipment and curriculums.

On page five of this Guide, in the general introductory discussion of recommended programs of study the following statement and Chart appears:

CHART I[6]

APPROVED OREGON PROGRAM FOR JUNIOR HIGH SCHOOLS

"The following chart of curricular offerings for Oregon junior high schools is essentially based upon a seven-period day, but it may be adapted to a six-period day by judicious subject combinations. In this chart the curricular areas listed above the heavy line constitute the usual minimum basic program for each grade level."

Language Arts	Language Arts	Language Arts
Social Studies	Social Studies	Social Studies
Mathematics	Mathematics	Mathematics
Science (one semester)	Science (one semester)	Science
P.E. and health	P.E. and health	P.E. and health
Industrial Arts and Homemaking (one year during 7th and 8th grades)	Industrial Arts and Homemaking (one year during 7th and 8th grade)	
General Music (one semester)		
Arts and Crafts (one semester)		

With the growth in numbers and enrollments in junior high schools and the above listed state directive or guide regarding a minimal curriculum it is only natural that there has been increasing interest in the curriculum offered in the junior high schools of the state. These expressions of interest,

6 Quoted from page 5, Guide to Junior High School Education in Oregon it should be noted that this quoted material is incomplete. This section of the Guide contains full explanations of the curricular patterns and programs mentioned. For details the reader is referred to succeeding pages in the original document.

especially from administrators, curriculum directors, and experienced teachers led to a joint decision from the State Department, the junior high school executive committee of the Secondary Principal's Association and Portland State College to conduct a study of Oregon junior high schools to determine

a. The exploratory or supplemental learning opportunities beyond the State suggested minimal curriculum currently offered in Oregon junior high schools.

b. The professional opinions of junior high school leaders regarding adequacy of staff and facilities to provide supplemental learning opportunities.

The brief survey instrument was constructed jointly by the cooperating groups mentioned above, and was distributed during the fall of 1964 to the eighty junior high schools in Oregon. The instrument was designed to secure data and opinion in three inter-related areas:

a. to gather data concerning the supplemental exploratory learning opportunities now being offered boys and girls in Oregon Junior High schools beyond the state suggested minimal curriculum.

b. to gather expression or opinion regarding reasons for what may be inadequate or limited supplemental learning opportunities in Oregon junior high schools.

c. to gather professional opinion concerning the coordination or articulation of learning opportunities that may or may not exist as students progress through the full pattern of secondary years.

Replies were received from seventy-two of the eighty junior high schools in Oregon, reporting the enrollments shown in Table II. For purposes of tabulation the replies were divided into the size groupings shown in this table:

TABLE II[7]

SURVEY INSTRUMENTS RETURNED FROM JUNIOR HIGH SCHOOLS BY ENROLLMENT GROUPINGS

Schools enrolling below 400	22
Schools enrolling 400 to 699	26
Schools enrolling 700 plus	24
	72

[7] Enrollment data furnished, as of the time of the survey, by each school.

Of interest to readers, but not considered in the tabulations, may be the organizational patterns of the schools reporting: detailed in Table III

TABLE III

BY ORGANIZATIONAL PATTERNS
OF
JUNIOR HIGH SCHOOLS PARTICIPATING IN STUDY

One year (seventh grade) This school is an exception, new this year it will grow in coming years to be a three year school	1
two year (seventh and eighth grades)	19
three years (seventh, eighth and ninth grades)	51
	71

In the following sections the tabulations gained from this study are presented, and in the final Section comments and suggestions are offered in the hope that they may stimulate further curricular experimentation and advance.

SECTION II

SUPPLEMENTAL LEARNING

OPPORTUNITIES OFFERED AS SCHEDULED CREDIT CLASSES

IN OREGON JUNIOR HIGH SCHOOLS

At the outset of this study it was assumed that each junior high school complied with the State directive and provided its pupils with the minimal basic curriculum listed in the Guide for Junior High Schools in Oregon. The first major task of the study was to determine the learning opportunities supplemental to the minimal program being offered in the junior high schools. Those planning the study realized that learning opportunities, especially for junior high school boys and girls who are intensely interested in exploring the many facets of our society are provided both as a part of the regularly scheduled class opportunities and as a part of the co- or extra-curricular program of the schools. To accommodate these possibilities the survey form requested both scheduled academic offerings and the co-curricular opportunities for each grade represented in each school.

Additionally it was decided, as mentioned on page 4 of Section One, that a more realistic understanding could be gained if the tabulations represented school size groupings, as were illustrated in Table II.

The tabulations of the supplemental learning opportunities, made available to students as regularly scheduled credit classes in Oregon junior high schools during the 1964-65 school year are presented in Tables IV, V, and VI.

TABLE IV [8]

Supplemental learning opportunities offered in the scheduled curriculum of Oregon Junior High Schools enrolling less than 400: (22 schools)

Subject	Number of schools offering courses in 7th grade	8th grade	9th grade
Foreign Language	15	12	6
Band	15	13	5
Chorus	11	15	6
Orchestra	4	4	1
Music	1	2	-
Homemaking	-	4	5
Ind. Arts - Shop	-	5	6
Girls' Ind. Arts	1	1	-
Boys' Homemaking	1	1	-
Mechanical Drawing	-	1	--
Office Training-Gen'l Bus.	1	2	1
Second Sem. Science	15	14	-
Astronomy	1	-	--
Biology	-	-	2
Photography	-	-	-
Speech	3	10	3
Journalism	1	4	3
Drama	4	5	-
Reading	6	5	-
Crafts	4	5	1
Art	1	7	4
Typing	-	4	1
Algebra	-	3	1
Geometry	-	-	1
Agriculture	-	-	3
Penmanship	-	-	-

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[8]The drop in the number of offerings at the ninth grade level must be related to the small number of Oregon Junior High Schools of this enrollment organized with ninth grades. Of the 22 schools reporting with enrollment of less than 400, sixteen are two year (seventh and eighth grade) organizations: hence the ninth grade column in this table represents only six schools.

TABLE V[9]

Supplemental learning opportunities offered in the scheduled curriculum of Oregon Junior High Schools enrolling from 400-699: (26 schools)

Subject	Number of schools offering courses in		
	7th grade	8th grade	9th grade
Foreign Language	12	16	20
Band	22	23	24
Chorus	6	20	15
Orchestra	11	11	9
Music	1	2	1
Homemaking	4	6	18
Ind. Arts -Shop	3	8	20
Girls' Ind. Arts	-	-	-
Boys' Homemaking	-	-	-
Mechanical Drawing	-	-	1
Office Training (Gen. Bus.)	-	2	10
Sec. Sem. Science	12	11	-
Astronomy	-	-	-
Biology	-	-	4
Photography	-	-	-
Speech	-	7	10
Journalism	1	2	11
Drama	2	4	6
Reading	8	7	5
Crafts	1	10	7
Art	2	7	14
Typing	-	5	9
Algebra	-	5	3
Geometry	-	-	5
Agriculture	-	-	5
Penmanship	1	1	1

[9]Two schools of this size group are organized as seventh and eighth grade schools: hence, the ninth grade column represents 24 schools.

TABLE VI[10]

Supplemental learning opportunities offered in the scheduled curriculum of Oregon Journal High Schools enrolling 700 or more: (24 schools)

Subject	Number of schools offering courses in 7th grade	8th grade	9th grade
Foreign Language	9	17	17
Band	21	22	20
Chorus	8	17	16
Orchestra	13	13	12
Music	-	5	2
Homemaking	2	7	16
Ind. Arts Shop	2	8	17
Girls' Ind. Arts	-	-	1
Boys' Homemaking	-	-	1
Mechanical Drawing	-	1	5
Office Training Gen. Bus.	-	-	3
Second Sem. Science	7	10	-
Astronomy	-	-	-
Biology	-	1	3
Photography	-	-	1
Speech	-	5	12
Journalism	-	2	12
Drama	1	3	6
Reading	4	6	5
Crafts	-	8	8
Art	3	9	14
Typing	-	7	9
Algebra	-	3	4
Geometry	-	-	3
Agriculture	-	-	6
Penmanship	-	-	-

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[10]Two of the 23 schools represented in Table VI have only seventh and eighth grades: hence, the column representing the ninth grade pictures only 21 schools.

The length of this paper will not permit detailed analysis of the data pictured in the preceding three tables, however, the following comments or generalizations may be worthy of reflection:

a. Emphasis in supplemental regularly scheduled elective learning opportunities appears to reflect two areas of interest or pressure: creative areas (music, art, homemaking, shops, journalism, speech-arts), and the areas-of-dissension following the Sputnick episode of 1957 (science, foreign language, mathematics, reading).

b. The most popular supplemental or elective learning areas are those that offer students opportunity for creativity and enjoyment (music, art, homemaking, shop, speech-drama). It might also be noted that these areas appear to be those most universally recognized as of value in public relations situations.

c. Emphasis or opportunities in supplemental curriculum offerings that are frequently classified as academic occur in the following rank order:

1. foreign language
2. science
3. reading
4. mathematics

d. Foreign languages, arranged in order of popularity of offering, are:

1. Spanish - reported in 43 schools
2. French - reported in 32 schools
3. Latin - reported in 10 schools
4. German - reported in 5 schools
5. Russian - reported in 2 schools

eight schools reported language programs but did not indicate specific offerings.

e. Almost a total lack of any emphasis on strictly vocational instruction. Typing was generally listed as "personal typing", shop or industrial arts was listed as "general" or "exploratory", etcetera. It would appear that there is a consensus that these years should be used to widen the students areas of experience and to encourage a delay in his selection of an area of specialization.

SECTION THREE

SUPPLEMENTAL LEARNING OPPORTUNITIES OFFERED AS CO-CURRICULAR ACTIVITIES IN OREGON JUNIOR HIGH SCHOOLS

The opportunities for supplemental learning activities in Oregon junior high schools, as reported by the seventy-two schools that participated in the study, are so varied that tabulation of titles, while interesting, is meaningless. More than one hundred co-curricular programs that provide supplemental learning opportunities for students were listed by the participating schools. Many of these obviously represented narrow interests, local demands, or were mentioned only once or twice.

Consideration of the supplemental learning opportunities found in the co-curricular programs may be aided if the activities are classified into related groups. The classifications found in the Evaluative Criteria For Junior High Schools[11] are widely accepted and will be used in our examination of the reports from Oregon junior high schools. These classifications of co-curricular learning opportunities are:

school government
service activities
music activities
social activities
school clubs
school assemblies
publications
drama-speech activities
physical activities

As might be expected there are some supplemental learning opportunities that are so universally a part of our schools that they are frequently taken for granted. In most schools can be found opportunities for students to learn of governmental processes through homerooms, class, or student body organizations. Additionally every school provides the learnings in self-control, sportsmanship, recreation, and citizenship that are found in physical education programs, although the number of listings would indicate that these may be limited, save from a spectators role, for girls.

In addition to experiences in government and physical activities all schools reported co-curricular learning opportunities in the music field and most schools reported co-curricular learning opportunities in the general field of speech-drama and in publications.

Interesting because of their omission were references to the fields of assemblies and social programs. We may assume that these are so universally accepted as part of the life of every American secondary school that they are included in the routine activities of Oregon junior high schools;but little evidence was given on which to base speculation as to the extent of such learning opportunities.

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[11] Evaluative Criteria for Junior High Schools, National Study of Secondary School Evaluation, 1785 Massachusetts Avenue, N. W., Washington 6, D.C. 1963, pgs. 201-210

The number of schools reporting service clubs under this distinctive title was not great, but related titles may provide clues that indicate our young adolescents are being given opportunities to learn the self-satisfaction that comes from serving others. In many schools are found library clubs or library aides; a number of schools listed audio-visual clubs or teams; and other groups who serve as guides, orderlies, or helpers (lettermen, girl's league, boy's league, etcetera) were listed by many schools.

School clubs are by far the most numerous in the several classifications of co-curricular learning opportunities. The listing of clubs that are found in Oregon junior high schools indicates that while many of them reflect overlapping objectives, they can, generally, be listed as academically related, hobby or recreation oriented, or as service organizations.

The variety of exploratory co-curricular opportunities cover a range as wide as the rainbow. Not as inclusive, but rather as illustrative of variety, Charts II and III list some of the activities reported under the physical and club classifications.

CHART II

PARTIAL LISTING OF PHYSICAL ACTIVITIES
REPORTED BY
OREGON JUNIOR HIGH SCHOOLS

flag football	hiking
football	badminton
basketball	wrestling
volleyball	gymnastics
baseball	tennis
softball	swimming

CHART III

PARTIAL LISTING OF CLUB ACTIVITIES
REPORTED BY
OREGON JUNIOR HIGH SCHOOLS

art	photography	honor
hunter safety	science	library
Future Farmers	pep	lettermen
radio	mathematics	vocal
golf	archery	chess
writing	Junior Red Cross	knitting
Spanish	seamanship	baby sitting
coin	yearbook	international relations
leathercraft	history	debate
audio-visual	dance	German

Table VII illustrates the total numbers of variety of co-curricular learning opportunities reported as being offered in the junior high schools of Oregon, for the grade level and enrollments indicated. Caution is urged in interpretation of this Table: in no instance does any individual school offer the number of co-curricular activities indicated.

Properly interpreted the first statistic of Table VII shows that in the 22 junior high schools of Oregon enrolling under 400 may be found 46 different co-curricular learning opportunities, with each school making available to its students the number of these opportunities needed in its setting; etcetera.

TABLE VII [12]

NUMBER OF DIFFERENT CO-CURRICULAR LEARNING OPPORTUNITIES MADE AVAILABLE IN OREGON JUNIOR HIGH SCHOOLS

Enrollment	Activities provided 7th grade	Activities provided 8th grade	Activities provided 9th grade
0-399	46	38	24
400-699	53	56	70
700-up	95	109	104

Obviously there is a relationship between the size of the student body to be served, or the facilities and staff members available to serve an activity program, and the number of co-curricular learning opportunities that are provided students in Oregon junior high schools. The data received does not provide accurate statistics regarding the numbers of co-curricular learning opportunities offered in schools of any size-grouping.[13] Examination of the data does provide a background from which generalizations or estimates may be made. Table VIII pictures the number of co-curricular learning opportunities that might typically be found in a junior high school of the size and for the grade indicated. The reader is cautioned that this Table is not factual: rather it is an estimation based on observation of reported programs.

TABLE VIII

ESTIMATED NUMBERS OF CO-CURRICULAR LEARNING ACTIVITIES AVAILABLE IN OREGON JUNIOR HIGH SCHOOLS

Enrollment	7th grade	8th grade	9th grade
0-399	15 - 25	15 - 25	15 - 25
400-699	25 - 35	30 - 40	40 - 50
700-up	35 - 45	40 - 50	50 - 60

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[12] The statistic '24' in the first line must be related to the caution mentioned earlier regarding Table IV: only six reporting schools of this size - grouping enrolled ninth graders

[13] Some schools in reporting listed 'athletic programs' or 'glee clubs' and such comments, while permitting general classifications, did not allow for specific counting of the opportunities in a school

SECTION FOUR

PROFESSIONAL OPINION REGARDING THE ADEQUACY OF THE SUPPLEMENTAL LEARNING OPPORTUNITIES PROVIDED BOYS AND GIRLS IN OREGON JUNIOR HIGH SCHOOLS

In the concluding portions of the survey instrument each junior high school principal was asked:

a. if a desirable exploratory program in his school was limited by inadequate staff preparation or experience.

b. if a desirable exploratory program in his school was limited by inadequate facilities, equipment, or supplies.

c. if there were adequate opportunities for boys and girls to "follow-up" their exploratory programs of the junior high school with advanced opportunities in the senior high school.

Table IX shows the answers to the first question. It is apparent that the majority of administrators feel the faculties in Oregon junior high schools are well prepared by both training and experience to guide students in exploratory programs, both curricular and co-curricular. As might be expected the Table shows a direct relationship between the size of school and staff adequacy. This relationship perhaps results from two factors: the larger schools have greater pools of talent from which to secure leaders for exploratory programs, and it may be that teachers in the larger schools are more experienced.

TABLE IX

ADMINISTRATIVE OPINION REGARDING LIMITATION OF EXPLORATORY LEARNING OPPORTUNITIES BECAUSE OF INADEQUATE STAFF PREPARATION OR EXPERIENCE

Enrollment	Exploratory program is handicapped	Exploratory program is not handicapped
0-399	9	13
400-699	6	19
700-up	3	22

Table X pictures the administrators responses to the second question, that relating to the adequacy of materials, equipment, and supplies. Forty of the seventy-two principals indicated that in at least some areas desirable exploratory programs were being handicapped by shortages of physical resources. As might be expected the smaller schools indicate more difficulty than the larger schools.

TABLE X

ADMINISTRATIVE OPINION REGARDING LIMITATION OF EXPLORATORY LEARNING OPPORTUNITIES BECAUSE OF LIMITED MATERIALS, EQUIPMENT, OR SUPPLIES

Enrollment	Exploratory program is handicapped	Exploratory program is not handicapped
0-399	15	7
400-699	15	10
700-up	10	15

In answering the third question, that relating to the orientation of junior high and senior high school learning opportunities, there was a strong consensus from administrators of schools of all sizes that most students find it possible to continue in the senior high school those areas of interest that have been provided in the junior high school. No tabulation of this question was prepared because while the consensus was general and strong, at least two thirds of the schools reporting wrote statements of exception, or explanation. Chart IV quotes representative statements.

CHART IV

REPRESENTATIVE OPINIONS OF JUNIOR HIGH SCHOOL ADMINISTRATORS REGARDING COORDINATION OF EXPLORATORY PROGRAMS OF JUNIOR AND SENIOR HIGH SCHOOLS

"Certain students get into 'tracks' where their offerings or electives are limited. As an example, top math and science students just do not seem to have time to continue drawing, art, or drama."

"Follow-up opportunities in most areas are favorable. I think that pressure for grades and college entrance restrict the exploration of other experiences at_____Senior High School."

"Ample opportunity to pursue almost any interest. I think it is largely a matter of individual initiative."

"There does seem to be a drop-out in some activities like music because of the pressure to maintain an academic program."

"Our program is fairly well coordinated with the high school."

"Unfortunately some of the programs now operating at the junior high school level are not built upon during senior high years."

"I think they are excellent."

SECTION FIVE

Summarization and Suggestions

The information gathered indicates that in the junior high schools of Oregon there are available a variety of curricular and co-curricular exploratory opportunities that are supplemental to the basic minimal curriculum recommended by the State Department of Education. Data illustrates, however, that many of these opportunities are provided only in a restricted number of schools.

In regularly scheduled supplemental curricular opportunities the majority of junior high schools of Oregon restrict their programs to offerings in the creative-recreation fields and to academic electives that have recently gained prestige as "status" subjects. There are some schools offering introductory vocational work such as agriculture and general business, and in a few schools subjects such as penmanship, astronomy, and boys homemaking are scheduled, but these situations are limited.

The co-curricular learning opportunities provided by Oregon junior high schools reflect the belief that boys and girls should have the opportunity to participate as they learn governmental patterns, and provide the students with recreational opportunities that are, for the most part, spectator oriented or requested by student groups.

It may be in some schools the variety of learning opportunities are limited by shortages of professional help or facilities; however the administrators did not indicate severe shortages of instructors, nor did they emphasize any great lack of facilities.

It appears that the administrators and faculties of Oregon junior high schools may select the supplemental learning opportunities scheduled in their schools as a result of one, or a combination, of the following:

a. pressures from adult patrons for "status" offerings.

b. pressures from students for creative and recreational opportunities.

c. professional staff decisions regarding the knowledges that may be needed by students as they grow to adulthood.

Obviously it would be desirable for the learning opportunities enjoyed by our adolescent boys and girls to reflect the knowledges they will need in adult years, as well as provide pleasure for the learners and have encouragement from homes. While this combination-sequence of reasons might be desirable the seventy-two survey forms received carried too many marginal notes and too many expressions of reservation to allow us to overlook the possibility that at times the

curriculum of a school may be controlling the administration and faculty rather than the administration and faculty controlling the curriculum.

This introductory or preliminary investigation of supplemental learning opportunities in Oregon junior high schools has "opened the door" to several larger questions:

a. What criteria guides the selection of curricular offerings in Oregon junior high schools?

b. What persons or forces contribute in the decision making as learning opportunities are selected or rejected?

c. What learning opportunities are truly encompassed in the State recommended minimal program?

d. Are the minimal opportunities recommended by the State made available to students in all communities?

It would be enlightening to have answers to questions such as those listed above. Oregon has not enjoyed a comprehensive study or review of the learning opportunities provided or needed in its junior high schools and as these educational units continue to increase it would seem wise to pause, study their function, and insure that they present to our youth learning that represents tomorrow's needs.